The Extent of Religious and Spiritual Determination in Resilience and Coping Ability Among University Students Amidst Pandemic

Nur Alim
Institut Agama Islam Negeri Kendari
nuralimbasri@gmail.com

Abstract

This study explored two main issues, (1) the extent of resilience in academic achievement among university students amidst Covid-19 socio-economic restriction policies, and (2) the map of the students' coping abilities to deal with uncertain situations. An 8-item *Academic Success Inventory* indicated academic achievement *for College Students* (ASICS) scale, the resilience level was measured by the 25-item *Connor-Davidson Resilience Scale* (CDRS) and the coping abilities were mapped using the 21-item *Coping Inventory for Stressful Situations* (CISC-21). The focus group discussion (FGD) and peer interviews were later used to confirm the results of the scales. 263 respondents passed the inclusion criteria with different demographic backgrounds, including affiliations, economic status, and study assistance. The results dictated that according to 8-item ASICS scale, the *mean* score was 3,81 which means *impressive*. Concerning the resilience level, 25-item CDRS unveiled the *mean* score of 4,08 which means *highly resilient*. The 21-item CISC noted 3,8 of the *mean* score, which means *good*. Regarding the mapping of respondents' coping abilities, *emotion-oriented coping* category was more dominant. This study suggests the need for a special task force to locate, list, and facilitate students who struggled to meet academic and economic demands due to the global pandemic.

Keywords: resilience, coping, academic achievement, covid-19, pandemic

A. Introduction

Resilience is a positive self-adjustment when faced with disaster.[1] This skill allows one to rise from a slump and eagerly face the difficulties of an unfavorable situation.[2] The difficulties in question can be trauma, tragedies, threats, psychological pressures caused by domestic conflicts, diseases that never go away, problems at work, and economic and financial problems.[3] Resilience is seen as an adaptive and flexible ability to respond to challenges which then becomes a basic competency for survival, including training oneself to face uncertain situations or under pressure.

Some key factors driving resilience are a positive attitude, a positive home atmosphere, family and friends support, and welcoming people in the neighborhood. The positive attitudes in question include self-control, empathy, mind and emotional intelligence, self-confidence, and *problem-solving* ability when facing both mild and severe problems.[4] Warm and supportive family relationships, especially nuclear families, are considered the initial basis for children to develop a positive attitude even in the absence of conflicts or

---

[1] Suzet Tanya Lereya et al., "The Student Resilience Survey: Psychometric Validation and Associations with Mental Health," *Child and Adolescent Psychiatry and Mental Health* 10, no. 1 (2016): 44.

[2] Yung Kai Lin et al., "Medical Students' Resilience: A Protective Role on Stress and Quality of Life in Clerkship," *BMC Medical Education* 19, no. 1 (2019): 473.

[3] B W Smith et al., "The Foundations of Resilience: What Are the Critical Resources for Bouncing Back from Stress?," 2013.

[4] Chen Chen, "The Role of Resilience and Coping Styles in Subjective Well-Being Among Chinese University Students," *The Asia-Pacific Education Researcher* 25, no. 3 (2016): 377–387.

problems experienced.[5] The community environment or community of good association and mutual care found around the home, school environment, social environment, and tolerant society is considered a potential protective factor for developing resilience attitudes.[6]

Research related to student resilience skills always targets their mental health conditions, including academic loads such as coursework, maintaining an academic achievement index, and consulting on study projects and scientific papers.[7] Research concludes that resilience suppresses the symptoms of stress and depression and even increases self-confidence to perform well, especially at certain moments.[8] The coping mechanism of training positive thoughts by always imagining maximum results after going through the learning process has also been proven to increase the value obtained by students at the end of the semester. Another study stated that students give different psychological responses when they have to undergo two significant degrees at the same time, such as attending lectures and taking a job or participating in academic activities outside the domicile area, but must support the family economy.[9]

A recent study shows that students face a lot of psychological burdens on-campus academic.[10] In fact, female students are said to be more prone to stress than students in general.[11] That hasn't covered their off-campus lives. The burden of multiple extents such as completing coursework and entering work after taking classes is the main reason students need to develop resilience skills effectively.[12] So far, study on resilience has shown that resilience skill maintains not only students' academic performance but also their psychological balance and mental health.[13] However, there are still significant inconsistencies in the findings presented by these studies. The study topics that come to the fore are still far from the basic principles of resilience, including those shown by applied study or mentoring programs.[14] These studies have only slightly discussed how resilience and coping mechanisms affect students' mental and physical health, especially amid policies limiting large-scale socio-economic activities and the demands of online lectures while

[5] Ivana Maurović, Linda Liebenberg, and Martina Ferić, "A Review of Family Resilience: Understanding the Concept and Operationalization Challenges to Inform Research and Practice," *Child Care in Practice* 26, no. 4 (2020): 337–357.

[6] Serena Verbena, Alessia Rochira, and Terri Mannarini, "Community Resilience and the Acculturation Expectations of the Receiving Community," *Journal of Community Psychology* 49, no. 2 (2021): 390–405.

[7] Sarah Holdsworth, Michelle Turner, and Christina M Scott-Young, "… Not Drowning, Waving. Resilience and University: A Student Perspective," *Studies in Higher Education* 43, no. 11 (2018): 1837–1853.

[8] Melissa Julian et al., "Resilience Resources Scale: A Brief Resilience Measure Validated with Undergraduate Students," *Journal of American College Health* 0, no. 0 (2020): 1–10.

[9] Amanda R Baker, "Implications of Financial Concerns for College Goal Commitment among Undergraduate Students in the United States," *Social Psychology of Education* 22, no. 1 (2019): 63–89; Jessica M Nicklin, Emily J Meachon, and Laurel A McNall, "Balancing Work, School, and Personal Life among Graduate Students: A Positive Psychology Approach," *Applied Research in Quality of Life* 14, no. 5 (2019): 1265–1286.

[10] Juan Carlos Ayala and Guadalupe Manzano, "Academic Performance of First-Year University Students: The Influence of Resilience and Engagement," *Higher Education Research \& Development* 37, no. 7 (2018): 1321–1335.

[11] Ajit Singh Negi, Ashu Khanna, and Rajat Aggarwal, "Psychological Health, Stressors and Coping Mechanism of Engineering Students," *International Journal of Adolescence and Youth* 24, no. 4 (2019): 511–520.

[12] Nicklin, Meachon, and McNall, "Balancing Work, School, and Personal Life among Graduate Students: A Positive Psychology Approach."

[13] Rebecca R Fried, Shazya Karmali, and Jennifer D Irwin, "Minding Many Minds: An Assessment of Mental Health and Resilience among Undergraduate and Graduate Students; a Mixed Methods Exploratory Study," *Journal of American College Health* 0, no. 0 (2020): 1–13.

[14] Margo Brewer et al., "Enhancing Student Resilience by Targeting Staff Resilience, Attitudes and Practices," *Higher Education Research \& Development* 0, no. 0 (2021): 1–15.

still having to meet basic living needs. This study aims to explore these issues so that they can provide a clear picture of what kind of effective combination of resilience and coping mechanisms can help students survive in the middle of a pandemic, but still excel academically.

Psychological resilience is significantly related to academic achievement and is closely related to socio-demographic factors. Sakız & Aftab (2019) examined 810 learners from Vocational Schools and Non-Vocational Schools in Turkey using academic track record and questionnaire distribution. Their study indicates that academic achievement and psychological resilience are significantly related and depend on socio-demographic factors such as income amount and background back education. Click et al. (2017) compares the relationship between academic achievement and the psychological dimension of resilience and the relationship between the spirit of learning with mental resilience and persistence through the process. There is a significant correlation between persistence and zest for learning with high scores in academic transcripts which suggests that resilience provides an internal impetus to continue to excel academically amidst limited demands and conditions. Boyraz et al. (2019) concludes that interventions targeting aspects of the academic external control locus may help reduce the impact of posttraumatic psychological distress on academic achievement student. Park & Kim (2018) found that free time owned by students cannot be put to good use due to the burden of the mind on the demands of academic tasks able to cause prolonged stress. The study concluded that among the effective coping strategies developed were (a) busying oneself with physical activity, (b) turning the mind to fantasy imaginative as a form of non-physical discretement, (c) developing maladaptive coping mechanisms, and (d) relying on religious beliefs and spiritual forces.

Based on the development of the resilience variables, coping mechanisms, and academic achievements of students in the context of socio-economic restrictions due to the Covid-19 pandemic stated previously, the problem of concern for this study is (a) how effective was the extent of resilience on the skill of students to maintain academic achievement in the midst of socio-economic restriction policies due to the Covid-19 pandemic? and (b) what form of student coping mechanism in maintaining academic achievement amid socio-economic restriction policies due to the Covid-19 pandemic? This study seeks (a) to understand how effective the extent of resilience is on the skill of students to maintain academic achievement amid socio-economic restriction policies due to the Covid-19 pandemic, (b) to categorize forms of student coping mechanisms in maintaining academic achievement in the midst of socio-economic restriction policies due to the Covid-19 pandemic, and (c) to take into account the consideration of policy formulation for the Government, Universities, and other related parties by considering the condition of students affected by extraordinary events such as the global pandemic. The present study uses a qualitative approach with a descriptive exploratory method to study resilience in university students during the Covid-19 pandemic. The study was carried out with 263 participants from a university in southeast Sulawesi Province, Indonesia. The academic achievements of the respondents were assessed on the ASICS scale, while form and level of resilience were calculated using the Connor-Davidson Resilience Scale and coping mechanisms were traced using a coping inventory for stressful situations. Data analysis used principal component analysis to determine which items on the scale had the most significant impact. Descriptive statistical analysis was also carried out to see the distribution and complete the principal components analysis. Each demographic data scale was presented descriptively and thematic analysis was used to map the data from the interviews and those obtained from the documentation. The validity of the measuring instrument was tested by correlating each measurement instrument item with a total score, which is the sum of each item score. Concerning the impacts, theoretically, this study would help to inform policy decisions on how to best support students during times of crisis. Conceptually and cotextually, this study

underscores the need for further research on the issue to better understand the factors that contribute to resilience in the face of socio-economic restrictions, particularly in the Southeast Celebes. In an empirical and practical term, the study provides some considerations for policies that promote resilience that may help reduce socio-economic restrictions' negative impact on academic achievement. Concerning the political implication, this study suggests far-reaching implications for social cohesion and stability.

B. Some Pertinent Ideas
B.1 Resilience and Academic Skill

Resilience is one of the heuristics and integrative concepts that stand out in the 21st century in the field of social sciences.[15] However, the definition of resilience is difficult to pin down. There is debate about the basic nature of resilience, such as whether it is an innate trait or should be trained, whether resilience is a cause or effect, and how a general model of that resilience is.[16] This study views resilience as a positive individual character trait or capacity that helps a person face challenges in the surrounding environment while maintaining their mental state when under pressure.[17] This definition is consistent with the emphasis on positive psychology of adaptive forces and the values of the human good that mention that resilience becomes the cause of the consequences of the positive consequences from various aspects of human life.[18]

This protective mechanism changes the view of risk and directs the mind to focus more on the positive results that can be obtained.[19] Measuring the range of factors that trigger the mechanism is crucial in understanding the mechanisms behind protective factors and risk factors to enable the design of an intervention strategy and necessary actions.[20] Students' resilience can be measured by paying attention to internal factors such as personal character and external factors such as family and community.[21] These factors are obtained through an assessment of the student's perception of themselves, the forms of support obtained from the family and the surrounding environment including among them are friends, peers, neighbors, on-campus communities, and other off-campus communities of interest or talent.[22]

Academic achievement is supported by mental resilience to maintain optimism. It also refers to the cognitive and emotional evaluative skills of individuals which fall into the category of satisfying or disappointing. Research shows that demographic factors (such as marital status, level of education, occupation, and income), personal character (such as self-openness and encouragement of achieving goals or life goals), and customs greatly affect a

---

[15] Chen, "The Role of Resilience and Coping Styles in Subjective Well-Being Among Chinese University Students."

[16] Zachary J Kunicki and Lisa L Harlow, "Towards a Higher-Order Model of Resilience," *Social Indicators Research* 151, no. 1 (2020): 329–344.

[17] Ridhi Arora and Santosh Rangnekar, "Moderating Mentoring Relationships and Career Resilience: Role of Conscientiousness Personality Disposition," *Journal of Workplace Behavioral Health* 31, no. 1 (2016): 19–36.

[18] Joseph M Boden et al., "The Same But Different? Applicability of a General Resilience Model to Understand a Population of Vulnerable Youth," *Child Indicators Research* 11, no. 1 (2018): 79–96.

[19] Lin et al., "Medical Students' Resilience: A Protective Role on Stress and Quality of Life in Clerkship."

[20] Lereya et al., "The Student Resilience Survey: Psychometric Validation and Associations with Mental Health."

[21] Theresa J Russo and Moira A Fallon, "Coping with Stress: Supporting the Needs of Military Families and Their Children," *Early Childhood Education Journal* 43, no. 5 (2015): 407–416.

[22] Nicklin, Meachon, and McNall, "Balancing Work, School, and Personal Life among Graduate Students: A Positive Psychology Approach."

person's self-health condition.[23] Furthermore, some findings also confirm that minor aspects of personality, such as self-confidence, locus of control, desire, and determination, can also determine the constancy of the heart so that it can significantly affect academic achievement.[24] Such factors and aspects are summarized from various studies and case studies that conclude that there is a close and inseparable knot between resilience and academic achievements. In detail, the findings show that children and adolescents who can develop resilient characters can anticipate and handle the mental stresses and dynamics of school life independently.[25] A comparative study between resilient students and sensitive students shows that resilient students are better able to maintain optimism and feeling satisfied with the results of one's own work (Deng et al., 2020) Even in the act of mentoring, students who attend resilience training show a decrease in scores on symptoms of depression, negative thoughts, and feelings of excessive anxiety.[26]

B.2 Coping Mechanisms and Academic Achievement

Coping is a specific process in which the individual goes through a series of thoughts and behaviors to regulate the internal and external demands of a precarious situation so that it does not have the potential to cause psychological injury.[27] Coping can be understood using two kinds of approaches, namely contextually and stylistically. The contextual approach to understanding coping starts from the case experienced by the individual while the stylistic approach first looks at the response of the individual when confronted with the situation full of pressure to see how he responds and behaves.

The coping mechanisms individuals exhibit can be task-oriented, emotion-oriented, or based on denial strategies. The task-oriented coping mechanism aims to reassess the problem in a structured manner and then change the situation. It is done by trying to solve the problem or minimizing the consequences as much as possible by first taking precautions. Emotion-oriented coping aims to reduce psychological distress through emotional responses such as blaming oneself, venting anger, busying self, or fantasizing. Coping with *avoidance* is a strategy to avoid pressure by diverting oneself to social interaction or by busying oneself to do various kinds of work.[28]

Coping mechanisms are recommended as a process responsible for adapting to uncertain situations and, to some extent, a benchmark for a person's mental strength.[29] Some coping strategies are considered to significantly influence mental and physical health, such as self-acceptance, problem-based coping, rational action, and rising from a downturn. Problem-based coping strategies and positive *re-imagining* that are performed after students go through the exam are considered to be able to predict their emotional response when they

---

[23] Smith et al., "The Foundations of Resilience: What Are the Critical Resources for Bouncing Back from Stress?"

[24] Güler Boyraz, Yixun Zhu, and J Brandon Waits, "Avoidance Coping and Academic Locus of Control as Mediators of the Relationship between Posttraumatic Stress and Academic Achievement among First-Year College Students," *Anxiety, Stress, \& Coping* 32, no. 5 (2019): 545–558.

[25] Karol Konaszewski, Małgorzata Niesiobędzka, and Janusz Surzykiewicz, "Resilience and Mental Health among Juveniles: Role of Strategies for Coping with Stress," *Health and Quality of Life Outcomes* 19, no. 1 (2021): 58.

[26] Brewer et al., "Enhancing Student Resilience by Targeting Staff Resilience, Attitudes and Practices."

[27] Verónica Portillo-Reyes et al., "Daily Stress and Coping Strategies: Relationships with Anxiety and Resilience in Preadolescents from Ciudad Juarez, Mexico," *Current Psychology* (2020).

[28] Chen, "The Role of Resilience and Coping Styles in Subjective Well-Being Among Chinese University Students."

[29] Portillo-Reyes et al., "Daily Stress and Coping Strategies: Relationships with Anxiety and Resilience in Preadolescents from Ciudad Juarez, Mexico."

later receive a grade. Likewise, problem-based coping that is applied together with positive self-acceptance can increase students' confidence to complete studies in a timely manner.[30]

Specifically, a study on the extent of coping on self-control can increase students' academic progress above average when associated with other variables such as demographic data and innate traits.[31] This includes satisfactory grades and a positive outlook on campus life. In addition, emotional feeling-based coping can only predict negative feelings while denial-based coping can predict both negative and positive feelings.

C. Research Method
C.1 Research Design

The present study uses a qualitative approach with a descriptive *exploratory* method. This method is chosen considering the lack of information on what and how resilience the student shows in their respective domiciles and contexts. This method, in particular, targets the following targets: (a) recognizing and understanding facts, settings, and other related basics, (b) bringing forward new ideas, conjectures, and new hypotheses, and (c) formulated core questions and problems for further study in future study.

C.2 Respondents

Research data obtained from university students who were affected by Government policies during the Covid-19 pandemic, namely Large-Scale Social Restrictions which bore derivative policies such as the prohibition of traveling across regions, the prohibition of gatherings and causing crowds, the implementation of online academic activities, and appeals for doing worship at home / boarding house. The university in question is located in southeast Sulawesi Province. Students who enter the inclusion criteria mentioned do not act as representations of all students in Southeast Sulawesi. The total number of participants was 263. The survey was carried out based on the context of the location around the Higher Education campus in the Southeast Sulawesi region, Indonesia. Respondents' demographic data is summarized in the graph 1.

Graph 1; Participants' Demographics

---
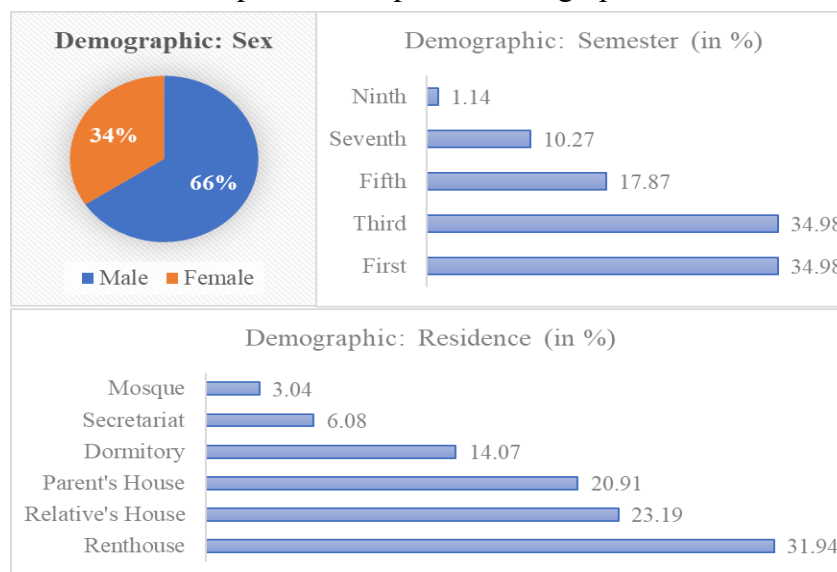
[30] Ling Fang, Chin-Chung Chao, and Louisa Ha, "College Students' Positive Strategic SNS Involvement and Stress Coping in the United States and China," *Journal of Intercultural Communication Research* 46, no. 6 (2017): 518–536.

[31] Se-Hyuk Park and Youngshim Kim, "Ways of Coping with Excessive Academic Stress among Korean Adolescents during Leisure Time," *International Journal of Qualitative Studies on Health and Well-being* 13, no. 1 (2018): 1505397.

Referring to the demographic data of the respondents, it can be concluded that the respondents who participated in this study were domiciled around the location of the campus where they attended lectures, came from faculties that were quite popular in the community and were still in the early years of lectures.

C.3 Instruments

This study used *the Academic Success Inventory for College Students* (ASICS) scale to obtain simplified data on respondents' academic achievement into eight items in four categories, namely (1) general academic skill, (2) concentration, (3) self-management, and (4) external motivation.[32] Respondents' resilience levels were measured using the *Connor-Davidson* scale containing 25 items (CD-25) in 6 categories namely (1) adaptation to changes and erratic conditions, (2) focus, hard work, and clear-headedness, (3) insoluble in difficulties and sadness, (4) emotional and stress management, (5) spirituality and self-confidence, and (6) family and kinship relationships [33]. Meanwhile, the coping abilities of the respondents were mapped through the *Coping Inventory for Stressful Situation* scale consisting of 21 items (CISC-21) for three categories, namely (1) *task-oriented coping.*), (2) *emotion-oriented coping*, and (3) diversion/ *avoidance-oriented* (Chen, 2016)<[34]sup>4</sup>(Chen 2016). The scale is measured based on 5 (five) ranges of numbers, namely 5 (strongly agree), 4 (agree), 3 (doubt), 2 (disagree) and 1 (strongly disagree). Eight simplified items of ASICS are obtained from categories such as *general academic skills*, concentration, self-management, and external motivation. In detail, here are the items by category that come with the embedded number code in table 1.

Table1; Categories of Respondents' Academic Achievement Findings

Category	Items	Codes
General academic skills	I search and study the right material for each course I program (Q.06).	1
	I strive to get the highest score on every course I program (Q.10).	2
	I try as hard as I can to be present at every meeting and not miss the material (Q.16)	3
	I use certain strategies to achieve semester study targets in each course (Q.46)	4
Concentration	I was able to focus on all materials and activities when attending the class session (Q.07).	5
Personal adjustment	Personal problems prevent me from concentrating on class (Q.30).	6
External motivation	I had to get a perfect score from each course to maintain a GPA (Q.49)	7
	I must not fail to go to college so that in the future I can have a successful career (Q.23).	8

C.4 Procedures

Participants completed a questionnaire given based on self-awareness to participate in the study and complete demographic data. Before filling out the questionnaire in question, participants were given a verbal explanation regarding the confidentiality of personal data

---

[32] Frances Prevatt et al., "The Academic Success Inventory for College Students: Scale Development and Practical Implications for Use with Students.," *Journal of College Admission* 211 (2011): 26–31.

[33] Kathryn M Connor and Jonathan R T Davidson, "Development of a New Resilience Scale: The Connor-Davidson Resilience Scale (CD-RISC)," *Depression and Anxiety* 18, no. 2 (2003): 76–82.

[34] Chen, "The Role of Resilience and Coping Styles in Subjective Well-Being Among Chinese University Students."

and information provided, ethics and procedures for filling out the questionnaire, as well as the contributive impact they provide. The academic achievements of the respondents were assessed on the ASICS scale. The form and level of resilience were calculated using the *Connor-Davidson Resilience Scale* as well as the coping mechanisms traced using *coping inventory for stressful situation*.

C.5 Data Analysis

Data analysis used principal component analysis to determine which items on the scale had the most significant impact. Descriptive statistical analysis was also carried out to see the distribution and complete the analysis of the principal components. Each demographic data scale will be presented descriptively. Thematic analysis will be used to map the data from the interviews and those obtained from the documentation. To test the validity of the measuring instrument, the correlation between the parts of the measuring instrument as a whole will be sought by correlating each measurement instrument item with a total score, which is the sum of each item score. Validity will be calculated using the *pearson product moment* correlation technique. The validity test in this study used a significance level for a two-way test of 5%, with df = N-2. The value of n in this study is 263, so the value of df = 102. Therefore, the value of the table r = 0.127 can be determined.

The basis for making decisions on this validity test is: 1) If r value > 0.127 then the question item is valid; 2) If r value < 0.127 then the question item is invalid.

The calculated r value is obtained from the calculation results of *the Pearson Product Moment* correlation between the score of each question item and the total *score*. For the Reliability assessment, *the Cronbach's Alpha (α)* was used. The basis for decision making on reliability tests with *Cronbach Alpha (α)* was as follows:

1. If the Cronbach Alpha ≥ 0.60 then the data is reliable.
2. If the Cronbach Alpha < 0.60 then the questionnaire is declared unreliable.

D. Findings

D.1 Descriptives on Respondents' Academic Achievement

The findings data relating to the academic achievements of the respondents based on eight simplified items of the ASICS scale are described in the table 2.

Table 2; Number of responses related to the academic achievements of the respondents

No.	Question Items	Total Response Recorded: 236				
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1.	I search and study the right material for each course I program.	0	15	40	142	66
2.	I strive to get the highest score on every course I program.	0	0	53	186	24
3.	I try as hard as I can to be present at every meeting and not miss the material	71	104	24	64	0
4.	I use certain strategies to achieve the semester study objectives in each course	0	0	22	224	17
5.	I was able to focus on every material and activity when attending class sessions.	19	27	38	104	75
6.	Personal problems make me not concentrate on class	42	201	0	20	0
7.	I get good or maximum grades from each course to maintain a GPA	0	0	22	94	147
8.	I must not fail to go to college so that I can have a successful career in the future.	0	0	17	202	44

D.2 Descriptives on Respondents' Resilience Level

Data on respondents' resilience rates were calculated using the *Connor-Davidson* resilience scale, which was adapted and adjusted for 25 question items. The answers given by the respondents were classified into a Likert scale with the following captions: 1 (Strongly Disagree), 2 (Disagree), 3 (Doubt), 4 (Agree), and 5 (Strongly Agree). The presentation of respondents' responses to each question is delivered accumulatively in one summary table so that the full picture can be clearly described. Here is a table of respondents' resilience levels.

Table3; Number of responses regarding respondents' resilience levels

No.	Question Items	Total Response Recorded: 236				
		1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1.	I am able to comply with the current new normal conditions and undergo restrictions on activities according to the Government's advisory.	0	0	10	186	67
2.	Family and friends have always supported me, supported me and helped me.	0	0	10	141	112
3.	I believe that God has made the best of my life including everything I experienced during the pandemic.	0	0	0	134	129
4.	I am definitely able to face the pandemic situation by remaining optimistic about achieving my goals and ideals.	0	0	0	172	91
5.	The success and luck of past experiences made me better prepared for life's challenges.	0	28	144	78	13
6.	Although life's trials are hard and there are many problems, I can still smile and laugh.	0	0	28	140	95
7.	I am able to turn my mind to positive things so that I don't get discouraged easily when facing problems.	0	0	38	134	91
8.	I will not spend time dissolving in sadness and emptiness when sick or in severe trouble.	0	0	10	94	159
9.	I believe that all events occur because there is a reason and that destiny has been determined as it is.	0	0	0	16	247
10.	I will try my best and my hardest to achieve my dreams, no matter the risks.	0	0	38	140	85
11.	I am confident in the abilities and talents I have.	0	0	38	143	82
12.	Even if it is in a pinch or lack of things, I will not give up easily.	0	0	144	34	85
13.	When I need support and help, I know who I can rely on/contact.	0	0	144	91	28
14.	In a state of urgency, I was still able to think clearly and focus.	0	0	28	101	134
15.	I was able to think critically and cohesively when taking steps to overcome the problems I faced.	0	0	162	16	85
16.	I am not easily discouraged or stressed because of the failures I have experienced.	0	0	10	162	91
17.	I consider myself a competent and responsible person.	0	0	162	23	78
18.	I was able to make bold decisions even though it was hard to live with.	0	0	172	0	91
19.	I was able to stay calm in conditions that were erratic or made me uncomfortable.	0	0	134	49	80
20.	I am able to make quick decisions and actions in urgent circumstances.	0	0	144	113	6
21.	I will not stop trying if my goal has not been achieved.	0	0	0	134	129
22.	I am in control of my own life and am not easily influenced or governed by others.	0	0	172	91	0
23.	I love challenges, adventures, and learning new things.	0	0	38	140	85
24.	I work with a focus on achieving my goals and objectives.	0	0	0	172	91
25.	I am satisfied with the results of my own work and proud of the success I have achieved.	0	0	28	134	101

D.3 Descriptives on Respondents' Coping Skill

Data on respondents' Coping Skill were calculated using the *Coping Inventory for Stressful Situations Scale*, which was adapted and adjusted for 21 question item. The answers given by the respondents were classified into two categories with the following information: 1 (Agree), 2 (Disagree), 3 (Doubt), 4 (Agree), and 5 (Strongly Agree). The presentation of respondents' responses to each question is delivered accumulatively in one summary table so that the full picture can be clearly described by table 4.

Table 4: Number of responses regarding respondents coping assessments

No.	Question Items	1 (SD)	2 (D)	3 (N)	4 (SA)	5 (SD)
1.	Look for other activities and try not to think about the problem or situation.	10	78	40	104	31
2.	You have to have every skill to think about how to overcome the problem or situation.	0	0	104	87	72
3.	Blame and regret yourself for having been involved in the problem or situation.	10	78	31	40	104
4.	Distracting by enjoying a snack, drinking coffee/ tea/ other drinks, or eating.	0	40	57	31	135
5.	Feeling anxious because you are not prepared to face the problem or situation.	10	47	40	62	104
6.	Rethinking the strategies I have implemented to address similar problems or situations before.	0	0	144	62	57
7.	Visits to friends and spending time with them.	0	0	57	104	102
8.	Made a list of things I had to do and applied them one by one.	0	40	104	62	57
9.	Distracting by shopping or buying something I'm happy with.	10	47	0	31	175
10.	Blame yourself for thinking too late about the problem or situation.	10	47	71	31	104
11.	Work hard until the problem or situation can be overcome by me.	0	0	71	31	161
12.	Anger and emotion by blaming conditions and situations that do not match my expectations.	10	47	31	71	104
13.	Look for the root of the problem and solve it immediately in order.	0	0	135	71	57
14.	Blame yourself for not knowing what to do.	10	47	31	71	104
15.	Spend time with the people closest to you.	0	47	0	71	145
16.	Think carefully and learn from the mistakes you made that resulted in the problem or situation.	0	144	31	31	57
17.	I wish I hadn't been involved in the matter or the situation.	10	47	71	104	31
18.	Go out to relax while enjoying food or drinks.	0	0	87	31	145
19.	Analyze the problem or situation I am facing before determining the step or action.	0	40	31	31	161
20.	Focus on one's own shortcomings and limitations before making a decision.	0	71	104	31	57
21.	Call or message a friend or best friend to vent about the problem or situation I am facing.	0	0	87	31	145

D.4 Academic Achievement Variable Validity Test

Academic Achievement Variables are measured through questions 1-8. Using the SPSS 25 program so that the following results are obtained by table 5.

Table 5; Validity of Academic Achievement Variables

Variable	Items	r-Table	r-value	Status
Academic Achievement	I search and study the right material for each course I program.	0,127	0,211	Valid
	I strive to get the highest score on every course I program.	0,127	0,168	Valid
	I try as hard as I can to be present at every meeting and not miss the material	0,127	0,192	Valid
	I use certain strategies to achieve the semester study objectives in each course	0,127	0,155	Valid
	I was able to focus on every material and activity when attending class sessions.	0,127	0,307	Valid
	Personal problems make me not concentrate on class	0,127	0,272	Valid
	I had to get a perfect score from each course to maintain a GPA	0,127	0,219	Valid
	I must not fail to go to college so that I can have a successful career in the future.	0,127	0,193	Valid

From the results of the validity test for the academic achievement variable above, it was found that the *r value > r table* 0.127, then all the items of the question of the variable are valid.

D.5 Reliability Test of Academic Achievement Variables

All question items in the academic achievement variable have been declared valid, so the reliability test can be carried out. The results of the reliability test on variable X are obtained as shown in table 6.

Table 6; Reliability test of variables in academic achievement

Cronbach's Alpha	N of the items
0,077	8

The result calculated the value of *Cronbach's Alpha* was 0.077 which means that lebih kecil of 0.60 then each question item can be said to be unreliable. So, for academic achievement variables, questionnaire questions cannot be used for the next analysis process are the answer data to question items number 1-8 (all questions).

D.6 Resilience Level Variable Validity Test

The respondent's resilience level variable was measured through questions 1-25 using the help of the SPSS 25 program so that the following results were obtained in table 7.

Table 7; Validity Test of Resilience Level Variables

Variable	Items	r-Table	r-value	Status
Resilience Level	I am able to comply with the current new normal conditions and undergo restrictions on activities according to the Government's advisory.	0,127	0.491	Valid
	Family and friends have always supported me, supported me and helped me.	0,127	0.187	Valid

I believe that God has made the best of my life including everything I experienced during the pandemic.	0,127	0.440	Valid
I am definitely able to face the pandemic situation by remaining optimistic about achieving my goals and ideals.	0,127	0.817	Valid
The success and luck of past experiences made me better prepared for life's challenges.	0,127	0.912	Valid
Although life's trials are hard and there are many problems, I can still smile and laugh.	0,127	0.973	Valid
I am able to turn my mind to positive things so that I don't get discouraged easily when facing problems.	0,127	0.831	Valid
I will not spend time dissolving in sadness and emptiness when sick or in severe trouble.	0,127	-0.275	Invalid
I believe that all events occur because there is a reason and that destiny has been determined as it is.	0,127	-0.286	Invalid
I will try my best and my hardest to achieve my dreams, no matter the risks.	0,127	0.806	Valid
I am confident in the abilities and talents I have.	0,127	0.793	Valid
Even if it is in a pinch or lack of things, I will not give up easily.	0,127	0.597	Valid
When I need support and help, I know who I can rely on/contact.	0,127	-0,051	Invalid
In a state of urgency, I was still able to think clearly and focus.	0,127	-0,012	Invalid
I was able to think critically and cohesively when taking steps to overcome the problems I faced.	0,127	0.860	Valid
I am not easily discouraged or stressed because of the failures I have experienced.	0,127	0.643	Valid
I consider myself a competent and responsible person.	0,127	0.849	Valid
I was able to make bold decisions even though it was hard to live with.	0,127	0.817	Valid
I was able to stay calm in conditions that were erratic or made me uncomfortable.	0,127	0.639	Valid
I am able to make quick decisions and actions in urgent circumstances.	0,127	0.373	Valid
I will not stop trying if my goal has not been achieved.	0,127	0.440	Valid
I am in control of my own life and am not easily influenced or governed by others.	0,127	0.817	Valid
I love challenges, adventures, and learning new things.	0,127	0.806	Valid
I work with a focus on achieving my goals and objectives.	0,127	0.817	Valid
I am satisfied with the results of my own work and proud of the success I have achieved.	0,127	0.491	Valid

From the results of the validity test regarding the Resilience variables above, it was found that *r value > r table* 0.127, then the average question item of this variable is valid.

But there are 4 items of questions that have an *r-table* value below 0.127. Then it can be declared that 4 such items are invalid.

D.7 Resilience Level Variable Reliability Test

Some of the question items in the resilience level variable have been declared valid, so the reliability test cannot be carried out. The results of the reliability test on the ensi resilience level variable were obtained as shown in table 8.

Table 8; Reliability of Resilience Level Variables

Cronbach's Alpha[a]	N of the items
0.962	25

From the data obtained the value of *Cronbach's Alpha* is 0.962 which means Greater than 0.60 then each item of the question can be said to be unreliable. So, for the Resilience Level variable, the questionnaire question that cannot be used for the next analysis process is the answer data to questions 1–25 (all questions).

D.8 Coping Skill Variable Validity Test

Respondents' Coping Skill Variables were measured through questions 1-21 using the help of the SPSS 25 program so that the following results were obtained in the table 9.

Table 9: Validity of Coping Skill Variables

Variable	Items	*r-Table*	*r-Value*	Status
Coping Skill	Look for other activities and try not to think about the problem or situation.	0,127	0,548	Valid
	You have to have every skill to think about how to overcome the problem or situation.	0,127	0,478	Valid
	Blame and regret yourself for having been involved in the problem or situation.	0,127	0,669	Valid
	Distracting by enjoying a snack, drinking coffee/ tea/ other drinks, or eating.	0,127	0,965	Valid
	Feeling anxious because you are not prepared to face the problem or situation.	0,127	0,927	Valid
	Rethinking the strategies I have implemented to address similar problems or situations before.	0,127	-,566	Invalid
	Visits to friends and spending time with them.	0,127	0,153	Valid
	Made a list of things I had to do and applied them one by one.	0,127	0,263	Invalid
	Distracting by shopping or buying something I'm happy with.	0,127	0,637	Valid
	Blame yourself for thinking too late about the problem or situation.	0,127	0,859	Valid
	Work hard until the problem or situation can be overcome by me.	0,127	0,398	Valid
	Anger and emotion by blaming conditions and situations that do not match my expectations.	0,127	0,782	Valid
	Look for the root of the problem and solve it immediately in order.	0,127	0,804	Invalid
	Blame yourself for not knowing what to do.	0,127	0,719	Valid
	Spend time with the people closest to you.	0,127	0,761	Valid

Think carefully and learn from the mistakes you made that resulted in the problem or situation.	0,127	0,524	Invalid
I wish I hadn't been involved in the matter or the situation.	0,127	0,661	Valid
Go out to relax while enjoying food or drinks.	0,127	0,908	Valid
Analyze the problem or situation I am facing before determining the step or action.	0,127	0,478	Valid
Focus on one's own shortcomings and limitations before making a decision.	0,127	0,221	Invalid
Call or message a friend or best friend to vent about the problem or situation I am facing.	0,127	0,908	Valid

From the results of the validity test of the Resilience Level variable above, it was found that *r value > r table* 0.127, then the average question item of this variable is valid. But there are 5 items of questions that have an *r-table* value below 0.127. Then 5 such items can be declared invalid.

D.9 Coping Skill Variable Reliability Test

Some of the question items in the coping skill variable have been declared invalid, so the reliability test cannot be carried out. The results of the reliability test on the Coping Skill variable were obtained as table 10.

Table 10; Reliability of Coping Skill Variables

Reliability Statistics	
Cronbach's Alpha[a]	N of the items
0.740	21

The result calculated the value of *Cronbach's Alpha* was 0.740 which means Greater than 0.60 then each question item can be said to be reliable. So, for all questionnaire questions on the varied skills of coping skills, all of them can be used for the next analysis process, namely statement items number 1-21.

E. 10 Descriptive Interpretation of Questionnaire Data Distribution

The distribution of the statements of the respondents is explained based on the *mean* score on each variable. The highest score representing the positive statement of the respondent is 5 and the lowest score representing the negative statement is 1. The interval of the score is calculated according to the following formula: the highest score minus the lowest score and then divided by 5 which results in 0.80. Based on these calculations, the answer range is obtained to determine the category (based on the Likert scale) as table 11.

Table 11 intervals and categories (according to the Likert scale)

Range	Academic Achievement	Resilience Level	Coping Skill
1,00 – 1,80	Very Disappointing	Very Low	Very Bad
1,81 – 2,60	Disappointing	Low	Bad
2,61 – 3,40	Enough	Enough	Enough
3,41 – 4,20	Impressive	Tall	Good
4,21 – 5,00	Very Impressive	Very High	Excellent

The categorization of the answer, as well as the analysis of the answer score index concerning the Academic Achievement variable is explained through the table 12.

Table 12; Mean scores and categories of academy achievements

No.	Question Items	Mean score	Category
1.	I search and study the right material for each course I program.	3.98	Impressive
2.	I strive to get the highest score on every course I program	3,89	Impressive
3.	I try as hard as I can to be present at every meeting and not miss the material	2,31	Disappointing
4.	I use certain strategies to achieve the semester study objectives in each course	3,98	Impressive
5.	I was able to focus on every material and activity when attending class sessions	3,73	Impressive
6.	Personal problems make me not concentrate on class	4,01	Impressive
7.	I had to get a perfect score from each course to maintain a GPA	4,48	Very Impressive
8.	I must not fail to go to college so that I can have a successful career in the future.	4,10	Impressive

The previous table explains that, in general, respondents have impressive academic achievements. The highest average score is indicated by the external category (items number 7 and 8) which indicates that respondents strive to maintain academic performance due to the encouragement of external motivations such as obtaining perfect scores in each course and ideals of success when they have gone through lectures. However, respondents showed low scores on class attendance, indicating that they struggled to divide their focus and time to meet college obligations while still looking for other sources of financing to support life needs and college needs.

Furthermore, the results of the answer and analysis of the answer score index against the resilience level variable are described through the table 13.

Table 13; Mean score of the resilience level of the respondents

No.	Question Items	Mean Score	Category
1.	I am able to comply with the current new normal conditions and undergo restrictions on activities according to the Government's advisory.	4,22	Very High
2.	Family and friends have always supported me, supported me and helped me.	4,39	Very High
3.	I believe that God has made the best of my life including everything I experienced during the pandemic.	4,49	Very High
4.	I am definitely able to face the pandemic situation by remaining optimistic about achieving my goals and ideals.	4,35	Very High
5.	The success and luck of past experiences made me better prepared for life's challenges.	3,29	Enough
6.	Although life's trials are hard and there are many problems, I can still smile and laugh.	4,25	Very High
7.	I am able to turn my mind to positive things so that I don't get discouraged easily when facing problems.	4,20	High
8.	I will not spend time dissolving in sadness and emptiness when sick or in severe trouble.	4,57	Very High
9.	I believe that all events occur because there is a reason and that destiny has been determined as it is.	4,94	Very High
10.	I will try my best and my hardest to achieve my dreams, no matter the risks.	4,18	High

11.	I am confident in the abilities and talents I have.	4,17	Very High
12.	Even if it is in a pinch or lack of things, I will not give up easily.	3,78	High
13.	When I need support and help, I know who I can rely on/contact.	3,56	High
14.	In a state of urgency, I was still able to think clearly and focus.	4,40	Very High
15.	I was able to think critically and cohesively when taking steps to overcome the problems I faced.	3,71	High
16.	I am not easily discouraged or stressed because of the failures I have experienced.	4,31	Very High
17.	I consider myself a competent and responsible person.	3,68	High
18.	I was able to make bold decisions even though it was hard to live with.	3,69	High
19.	I was able to stay calm in conditions that were erratic or made me uncomfortable.	3,79	High
20.	I am able to make quick decisions and actions in urgent circumstances.	3,48	High
21.	I will not stop trying if my goal has not been achieved.	4,49	Very High
22.	I am in control of my own life and am not easily influenced or governed by others.	3,35	Enough
23.	I love challenges, adventures, and learning new things.	4,18	Very High
24.	I work with a focus on achieving my goals and objectives.	4,35	Very High
25.	I am satisfied with the results of my own work and proud of the success I have achieved.	4,28	Very High

The previous table provides information regarding the distribution of respondents' responses to statements presented on 25 items of the Connor-Davidson resilience scale. In general, the average respondent's mean score across items is 4.08, so it can be concluded that the respondent has a high level of resilience. Specifically, from several categories of scale-building such as (1) Adaptation to changes and erratic conditions (items number 1, 4, 5, and 24), (2) Focus, hard work, and clear-headed (items number 10, 7, 14, 15, 18, 20, and 21), (3) Insoluble in difficulties and sadness (items number 8, 12, and 16), (4) Emotional and stress management (items number 6 and 19), (5) Spirituality and self-confidence (items number 3, 9, 11, 17, 22, and 25), and (6) Familial and kinship relations (items number 2 and 13) found that respondents earned the highest mean score in category 3 i.e. Insoluble in adversity and sadness with a mean score on 3 items in the category as high as 4.22. On the contrary, the respondents achieved the lowest mean score in category 2, namely focus, hard work and clear-headedness, with an average score of 7 items worth 3.94. In summary, the level of resilience of respondents by category is summarized in the table 14.

Table 14; Respondent resilience rates by category

No.	Question Items	Mean Score	Category
1.	Adaptation to changes and erratic conditions	4,05	High
2.	Focus, hard work, and clear-headedness	3,94	High
3.	Insoluble in hardships and sorrows	4,22	Very High
4.	Emotional and stress management	4,02	High
5.	Spirituality and self-confidence	4,15	High
6.	Familial and kinship relationships	3,97	High

Meanwhile, the results of the answer and analysis of the answer score index against the Coping Skill variable are explained through the table 15.

Table 15; Mean score of coping skill of respondents

No.	Question Items	Mean Score	Category
1.	Look for other activities and try not to think about the problem or situation.	3,26	Enough
2.	You have to have every skill to think about how to overcome the problem or situation.	3,88	Good
3.	Blame and regret yourself for having been involved in the problem or situation.	3,57	Good
4.	Distracting by enjoying a snack, drinking coffee/ tea/ other drinks, or eating.	3,99	Good
5.	Feeling anxious because you are not prepared to face the problem or situation.	3,77	Good
6.	Rethinking the strategies I have implemented to address similar problems or situations before.	3,67	Good
7.	Visiting friends and spending time with them.	4,17	Good
8.	Made a list of things I had to do and applied them one by one.	3,52	Good
9.	Distracting by shopping or buying something I'm happy with.	4,19	Good
10.	Blame yourself for thinking too late about the problem or situation.	3,65	Good
11.	Work hard until the problem or situation can be overcome by me.	4,34	Excellent
12.	Anger and emotion by blaming conditions and situations that do not match my expectations.	3,81	Good
13.	Look for the root of the problem and solve it immediately in order.	3,70	Good
14.	Blame yourself for not knowing what to do.	3,81	Good
15.	Spend time with the people closest to you.	4,19	Good
16.	Think carefully and learn from the mistakes you made that resulted in the problem or situation.	3,00	Enough
17.	I wish I hadn't been involved in the matter or the situation.	3,38	Enough
18.	Go out to relax while enjoying food or drinks.	4,22	Excellent
19.	Analyze the problem or situation I am facing before determining the step or action.	4,19	Good
20.	Focus on one's own shortcomings and limitations before making a decision.	3,28	Enough
21.	Call or message a friend or best friend to vent about the problem or situation I am facing.	4,22	Excellent

The previous table shows that, in general, the coping skill of respondents is good with an average mean score of 3.80. In detail, the CISS coping scale with 21 items is divided into three categories, namely (1) Problem-solving-oriented coping (items number 2, 6, 8, 11, 13, 16, and 19), (2) channeling/overflow-oriented coping emotions (items number 1, 4, 7, 9, 15, 18, and 21), and (3) Coping-oriented redirection/denial (items number 3, 5, 10, 12, 14, 17, and 20). Of the three categories, respondents obtained the highest mean score in category 2, namely Coping oriented channeling/overflowing emotions with a mean score in 7 items amounting to 4.04 (category Ok). In contrast, respondents got the lowest mean score in category 3, namely redirect-oriented coping with a mean score in 7 items of 3.61 (Good category). This indicates that respondents generally choose to channel or overflow emotions as a means of strategy to overcome the burden of thoughts due to being overwritten by problems. In summary, the coping skill of the respondents by category is summarized in the table 16:

Table 16; Coping skill of respondents by category

No.	Question Items	Mean Score	Category
1.	Problem-solving-oriented	3,76	Good
2.	Oriented channeling / overflow of emotions	4,04	Excellent
3.	Redirect/denial oriented	3,61	Good

E. Interpretation and Discussion

This study aimed to (1) determine how effective the extent of resilience is on the skill of students to maintain academic achievement amid socio-economic restriction policies

due to the Covid-19 pandemic and (2) to categorize the forms of student coping mechanisms in maintaining academic achievement amid socio-economic restriction policies due to the Covid-19 pandemic. The findings from the exploration of these two issues are expected to be able to provide consideration for policy formulation for the Government, Universities, and other related parties by considering the condition of students who are affected by extraordinary events such as the global pandemic.

Through *descriptive exploratory* study method, the present study uses several instruments to explore study-related issues. The average respondent's score on the Connor-Davidson resilience scale is 4.08, indicating a high level of resilience. The highest average score is in the category of adaptation to changes and erratic conditions, while the lowest average score is in the category of focus, hard work, and clear-headedness. The average respondent's score on the CISS coping scale is 3.80, indicating a good level of coping skills. The highest average score is in the category of coping-oriented channeling/overflowing emotions, while the lowest average score is in the category of coping-oriented redirection/denial.

In conclusion, 263 recorded responses predicted that the extent of resilience in their academic achievements amid the policy of socio-economic restrictions due to the Covid-19 pandemic was quite effective. Although the *Connor-Davidson* scale showed that respondents generally achieved a very high *mean* score on the insoluble aspects of adversity and sadness, the relationship aspect kinship and kinship were reinforced by respondents' statements in peer interview sessions. In addition, based on the CISC scale, the mapping of respondents' coping abilities showed that their channeling or emotional overflow-oriented problem-solving categories were at very good levels.

This descriptive exploratory study found that aspects of family and family kinship relationships as well as aspects of spirituality and religious determination in the resilience and coping skills of the respondents, have a significant relationship with the ability of the respondents to maintain academic achievements during the pandemic. This has a positive correlation with the findings of Sakiz and Aftab[35] which found that the psychological condition of learners supports academic achievement by considering socio-demographic factors. However, this study emphasizes aspects of an individual's relationship with his family and community. This study also supports the findings of a study conducted by Click et al.[36] shows that resilience that arises amid limited conditions with high academic demands triggers students to increase enthusiasm learn them. Research revealed that although respondents did not receive social financial assistance and only received academic financial assistance that depended on their respective campus policies, respondents were able to continue their studies and showed efforts to maintain academic achievement. This is done by undergoing a side job with a very low-income value compared to the applicable income standards. Click et al. psychological dimension to the spirit of learning and found a significant correlation between the two in which resilience provided internal encouragement to continue to show achievements. This study, slightly different, shows that respondents already have a personality with psychological abilities and good spirituality so it gives internal encouragement to the respondent's efforts to maintain academic achievement as long as the social restriction policy is in effect.

---

[35] Halis Sakız and Raiha Aftab, "Academic Achievement and Its Relationships with Psychological Resilience and Socio-Demographic Characteristics," *International Journal of School \& Educational Psychology* 7, no. 4 (2019): 263–273.

[36] Kevin A Click, Leesa V Huang, and Linda Kline, "Harnessing Inner Strengths of At-Risk University Students: Relationships between Well-Being, Academic Achievement and Academic Attainment," *Perspectives: Policy and Practice in Higher Education* 21, no. 2–3 (2017): 88–100.

Furthermore, regarding free time, this study shows that respondents were able to take advantage of free time, which is possible by the impact of the implementation of social restriction policies such as *online* learning to restrictions on activities outside the home by undergoing unbound work. In comparison Park and Kim[37] showed in their study that free time is owned by students but cannot be put to good use due to the burden of the mind on the demands of academic tasks could cause prolonged stress. In this study, respondents could get support from colleagues who helped complete academic tasks if it turned out that respondents had to work for a longer duration than they should have scheduled. Research conducted by Park and Kim[38] mentions four coping strategies developed by learners to get around the burden of academic routines, namely (a) busying themselves with physical activities, (b) turning the mind to imaginative fantasies as a form of non-physical discrepancy, (c) developing maladaptive coping mechanisms, and (d) relying on religious beliefs and spiritual strength. This study also shows indications of two of the four strategies: diversion through physical activity and switching to worship activities according to religious beliefs and spiritual strength such as performing prayers.

This study revealed that the factors that most influenced the resilience skills of the respondents in the context of maintaining academic achievement were motivational and attraction factors. This is shown through the respondent's willingness to go to college while working while working part-time but still maintaining mental health by establishing kinship or distracting by being oriented towards channeling emotions through spiritual and physical activities. Additionally, respondents also showed an attitude of responsibility for the extent to which they lived through the concept of self-acceptance, relationship-based, and spiritual coping, based on rational considerations, and did not dissolve in the psychological burden caused by the problems they faced. The concept has proven to be able to direct respondents' emotional responses both positive and negative without having to sacrifice their academic careers. This study also showed that respondents' coping skill that was almost evenly distributed in three categories, namely problem solving-oriented, channeling/emotional overflow-oriented, and diversion/denial-oriented, was able to bridge respondents' resilience to build mental resilience and adaptive attitudes by anticipating aspects of censure. Referring to respondents*' mean* scores in these two variables, verified through respondents' statements through peer interviews, showed positive results that put respondents at a resilience level, which means they were highly resilient and able to adjust to uncertain conditions, which in the context of this study are conditions for implementing social restriction during a pandemic. Therefore, it can be understood that the respondent's high level of resilience is able to establish a correlation with the built coping skill so that respondents can use it to maintain their academic achievement in uncertain situations such as the pandemic period.

These positive findings can certainly be considered politically by policymakers. The government must pay attention and make strategic policies to anticipate the development of students' academic careers, especially during a pandemic. Sufficient social and academic financial assistance will certainly be able to provide opportunities for students to focus more on academic activities and not have to divide attention on a side job to make ends meet and meet college needs. Similarly, for policy makers at the higher education level, the policy of reducing the amount of tuition fees (UKT) payments to the release of tuition fees (UKT) payments has proven to provide meaningful relief to students. i). The provision of internet quota package assistance to accommodate online lectures is on target. It must be expanded to supporting aspects of other academic activities such as fulfilling the necessities of life.

---

[37] Park and Kim, "Ways of Coping with Excessive Academic Stress among Korean Adolescents during Leisure Time."

[38] *Ibid.*

Therefore, it is not an exaggeration if policymakers at the national level and in higher education to form a work unit that records, facilitating, to accommodating the interests of students from the underprivileged or affected by the social restriction policy. The goal is that they will still be able to continue their studies and meet their daily needs through emergency reserve programs appropriately in certain conditions or situations.

G. Conclusions

The present study was a descriptive exploratory study that explored the extent of resilience and coping skill to students' academic achievement during the pandemic. Based on the methodological reference, it was found that from the 8 items of the ASICS scale, the respondents obtained a *mean* score of 3.81 which means that they generally obtained impressive criteria. For the CD-25 resilience scale, respondents earned a *mean* score of 4.08 on the scale which means that respondents' resilience rates were high. As for the CISC-21 scale, respondents obtained a mean score of 3.8 which means that respondents generally obtained good criteria. These scales are then confirmed through *focus-group discussions* (FGDs) and *peer interviews*. Of the two activities, it was found that although respondents were vulnerable to psychological stress due to having to divide time between college and work with very low incomes without social financial assistance from the government, they were still able to maintain academic achievements by maintaining kinship relationships, developing the positive side of their mental strength, or seeking pleasure through other activities to avoid psychological distress. Answering the formulation of the problem that was formulated at the beginning, this study concludes that the extent of resilience in students' academic achievement in the midst of socio-economic restriction policies due to the Covid-19 pandemic is quite effective. Regarding the question of respondents' coping skill, this study shows that respondents are generally more dominant in problem-solving oriented towards channeling or overflowing emotions. The respondent's statement confirmed the respondent's resilience and coping skill in the peer interview session that the respondent's mental/ psychological strength had a strong basis in the aspects of family and kinship relationships that they had as well as on the aspects of psychological-spiritual advantages that had been embedded in the respondent's personality. Only a small percentage of the respondents tended to diversion- or denial-oriented problem solving.

H. Limitations and Suggestions

The present study is still limited to measurements based on scale. It needs further and in-depth exploration of some instances. The study was also carried out in a pandemic atmosphere so that the study team limited movement and respondents who took part in this study. Future studies should pay attention to other particular aspects related to the individual experiences of the respondents. Therefore, it suggests further explorations to some extents of the empirical approach that involves a wider demographic range.

Concerning the findings of the present study, the Government must pay attention to and make strategic policies to anticipate the development of students' academic careers, especially during the pandemic. Similarly, for policymakers at the higher education level, the policy of reducing the amount of tuition fees (UKT) to the release of tuition fees (UKT) payments has proven to be able to provide meaningful relief for students. Policy makers at the national level and in universities need to form a work unit that records, facilitates and accommodates the interests of underprivileged or affected students.

Bibliography

Arora, Ridhi, and Santosh Rangnekar. "Moderating Mentoring Relationships and Career Resilience: Role of Conscientiousness Personality Disposition." *Journal of Workplace Behavioral Health* 31, no. 1 (2016): 19–36.

Ayala, Juan Carlos, and Guadalupe Manzano. "Academic Performance of First-Year University Students: The Influence of Resilience and Engagement." *Higher Education Research \& Development* 37, no. 7 (2018): 1321–1335.

Baker, Amanda R. "Implications of Financial Concerns for College Goal Commitment among Undergraduate Students in the United States." *Social Psychology of Education* 22, no. 1 (2019): 63–89.

Boden, Joseph M, Jackie Sanders, Robyn Munford, and Linda Liebenberg. "The Same But Different? Applicability of a General Resilience Model to Understand a Population of Vulnerable Youth." *Child Indicators Research* 11, no. 1 (2018): 79–96.

Boyraz, Güler, Yixun Zhu, and J Brandon Waits. "Avoidance Coping and Academic Locus of Control as Mediators of the Relationship between Posttraumatic Stress and Academic Achievement among First-Year College Students." *Anxiety, Stress, \& Coping* 32, no. 5 (2019): 545–558.

Brewer, Margo, Gisela van Kessel, Brooke Sanderson, and Alice Carter. "Enhancing Student Resilience by Targeting Staff Resilience, Attitudes and Practices." *Higher Education Research \& Development* 0, no. 0 (2021): 1–15.

Chen, Chen. "The Role of Resilience and Coping Styles in Subjective Well-Being Among Chinese University Students." *The Asia-Pacific Education Researcher* 25, no. 3 (2016): 377–387.

Click, Kevin A, Leesa V Huang, and Linda Kline. "Harnessing Inner Strengths of At-Risk University Students: Relationships between Well-Being, Academic Achievement and Academic Attainment." *Perspectives: Policy and Practice in Higher Education* 21, no. 2–3 (2017): 88–100.

Connor, Kathryn M, and Jonathan R T Davidson. "Development of a New Resilience Scale: The Connor-Davidson Resilience Scale (CD-RISC)." *Depression and Anxiety* 18, no. 2 (2003): 76–82.

Fang, Ling, Chin-Chung Chao, and Louisa Ha. "College Students' Positive Strategic SNS Involvement and Stress Coping in the United States and China." *Journal of Intercultural Communication Research* 46, no. 6 (2017): 518–536.

Fried, Rebecca R, Shazya Karmali, and Jennifer D Irwin. "Minding Many Minds: An Assessment of Mental Health and Resilience among Undergraduate and Graduate Students; a Mixed Methods Exploratory Study." *Journal of American College Health* 0, no. 0 (2020): 1–13.

Holdsworth, Sarah, Michelle Turner, and Christina M Scott-Young. "… Not Drowning, Waving. Resilience and University: A Student Perspective." *Studies in Higher Education* 43, no. 11 (2018): 1837–1853.

Julian, Melissa, Alyssa C D Cheadle, Kendra S Knudsen, Robert M Bilder, and Christine Dunkel Schetter. "Resilience Resources Scale: A Brief Resilience Measure Validated with Undergraduate Students." *Journal of American College Health* 0, no. 0 (2020): 1–10.

Konaszewski, Karol, Małgorzata Niesiobędzka, and Janusz Surzykiewicz. "Resilience and Mental Health among Juveniles: Role of Strategies for Coping with Stress." *Health and Quality of Life Outcomes* 19, no. 1 (2021): 58.

Kunicki, Zachary J, and Lisa L Harlow. "Towards a Higher-Order Model of Resilience." *Social Indicators Research* 151, no. 1 (2020): 329–344.

Lereya, Suzet Tanya, Neil Humphrey, Praveetha Patalay, Miranda Wolpert, Jan R Böhnke, Amy Macdougall, and Jessica Deighton. "The Student Resilience Survey: Psychometric Validation and Associations with Mental Health." *Child and Adolescent Psychiatry and Mental Health* 10, no. 1 (2016): 44.

Lin, Yung Kai, Chia-Der Lin, Blossom Yen-Ju Lin, and Der-Yuan Chen. "Medical Students' Resilience: A Protective Role on Stress and Quality of Life in Clerkship." *BMC Medical Education* 19, no. 1 (2019): 473.

Maurović, Ivana, Linda Liebenberg, and Martina Ferić. "A Review of Family Resilience: Understanding the Concept and Operationalization Challenges to Inform Research and Practice." *Child Care in Practice* 26, no. 4 (2020): 337–357.

Negi, Ajit Singh, Ashu Khanna, and Rajat Aggarwal. "Psychological Health, Stressors and Coping Mechanism of Engineering Students." *International Journal of Adolescence and Youth* 24, no. 4 (2019): 511–520.

Nicklin, Jessica M, Emily J Meachon, and Laurel A McNall. "Balancing Work, School, and Personal Life among Graduate Students: A Positive Psychology Approach." *Applied Research in Quality of Life* 14, no. 5 (2019): 1265–1286.

Park, Se-Hyuk, and Youngshim Kim. "Ways of Coping with Excessive Academic Stress among Korean Adolescents during Leisure Time." *International Journal of Qualitative Studies on Health and Well-being* 13, no. 1 (2018): 1505397.

Portillo-Reyes, Verónica, John W Capps, Yolanda Loya-Mèndez, Gilberto Reyes-Leal, and Juan Quiñones-Soto. "Daily Stress and Coping Strategies: Relationships with Anxiety and Resilience in Preadolescents from Ciudad Juarez, Mexico." *Current Psychology* (2020).

Prevatt, Frances, Huijun Li, Theresa Welles, Desaree Festa-Dreher, Sherry Yelland, and Jiyoon Lee. "The Academic Success Inventory for College Students: Scale Development and Practical Implications for Use with Students." *Journal of College Admission* 211 (2011): 26–31.

Russo, Theresa J, and Moira A Fallon. "Coping with Stress: Supporting the Needs of Military Families and Their Children." *Early Childhood Education Journal* 43, no. 5 (2015): 407–416.

Sakız, Halis, and Raiha Aftab. "Academic Achievement and Its Relationships with Psychological Resilience and Socio-Demographic Characteristics." *International Journal of School \& Educational Psychology* 7, no. 4 (2019): 263–273.

Smith, B W, Emerson M Epstein, J A Ortiz, P Christopher, and E Tooley. "The Foundations of Resilience: What Are the Critical Resources for Bouncing Back from Stress?," 2013.

Verbena, Serena, Alessia Rochira, and Terri Mannarini. "Community Resilience and the Acculturation Expectations of the Receiving Community." *Journal of Community Psychology* 49, no. 2 (2021): 390–405.